

CoP for Teachers who Work with Students with Complex Needs

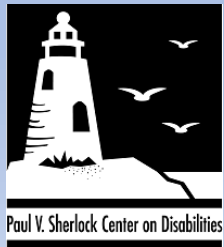
Focus Area: Field Trips in and nearby Rhode Island

May 20, 2020

*Please note: this zoom is being recorded and posted to the SPECIAL Education Covid19 site on the RIDE website



RIDE Rhode Island
Department
of Education



Agenda

1. Welcome and Updates from RIDE
2. Sharing CoP resources from prior meetings
3. Example of “Field Trips”: Purposes and Guidelines
4. Breakout Room- Places to Visit- Academic focus
5. Breakout Room- Places to Visit- Job-related focus
6. Next Steps

Updates from RIDE

- Schools will continue distance learning through the end of the school year
- ESY Plans are currently being constructed by districts.
- ESY will not be the only program opened during the summer and will involve varying levels of face to face contact. This will most likely depend on when the state is in Phase II of the reopening process.
- [FAQ for K-12 and Childcare Workers](#)
- For more guidance from RIDE visit: [COVID-19 Special Education Resources](#)



Two Places to Find CoP Ideas

COVID-19 Special Education Resources

Community of Practice for Teachers of Students with Complex Needs
Resources from April 29, 2020 meeting: Social Emotional Learning Supports

Calming Techniques and Resources



Name	Description/ website (All resources are Free)
Rhode Island Dept. of Education	COVID-19 Special Education Resources In an effort to share the best available information and answer questions about the delivery, management and administration of special education services, the RIDE IDEA Team created a Special Education COVID19 section of the web site. This section is updated regularly and includes a wide range of information and links to both RI based and national resources.
Social Stories about Covid-19	https://canlcraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf https://www.flipnack.com/KeshetChicago/coronavirus-social-story/full-view.html https://theautismeducator.ie/wp-content/uploads/2020/03/The-Corona-Virus-Free-Printable-Updated-2-The-Autism-Educator-3-1.pdf
Visuals for Calming Breathing Techniques	Free color printables for each technique https://store.cooperkidsforkids.com/products/deep-breathing-printables
The National Center for Pyramid Model Innovations (NCPMI)	https://challengingbehavior.cbcs.uiowa.edu/emergency/index.html NCPMI is funded by the Office of Special Education Programs to improve and support the capacity of state systems and local programs to implement an early childhood multi-tiered system of support to improve the social, emotional, and behavioral outcomes of young children with, and at risk for, developmental disabilities or delays. The resource library has many downloadable scripted stories, one page info graphs for families, videos to support the social and emotional help of children and families. Most of the resources are available in English and Spanish.
Example of free book from NCPMI	https://challengingbehavior.cbcs.uiowa.edu/docs/TuckerTurtle_Story_Home.pdf English and Spanish versions A scripted story to assist with teaching the relaxation "Turtle Technique"
Reducing Stress: Transition Warnings	https://cdn.vanderbilt.edu/vu-web/lab-wpcontent/sites/96/2020/02/20211555/Transition-Warnings.pdf Strategies and ideas to develop "Transition warnings", which are ways to let your child know when an activity is about to end and a new activity is about to begin. Providing transition warnings can prevent challenging behavior by creating a more predictable environment for your child.
Resources from Kansas Dept. of Education	https://sites.google.com/view/distance-learning-special-ed/home/online-resources/social-emotional-resources?authuser=0 Resources on this page are provided by educators and families from around the world. We are collaborating to support the needs of students with significant disabilities during the COVID 19 pandemic. These materials are open source and may be adapted to fit your child or student's need.

Community of Practice for Teachers of Students with Complex Needs
Resources from April 17, 2020 meeting

Resources for Making Captured Lessons

Name	Description/ website	Cost
Screen Recorder	Free screen recorder for Chrome	Free
Zoom (Real-time and Recorded)	Online learning/meeting platform Can record a meeting/lesson that can be shared with students.	Free and \$ for expanded version

Supports for Lesson Content

Name	Description/ website
RIDE website	Includes a list of RI specific resources, ideas generated by RI teachers, as well as a comprehensive list of resources available on education websites, national agencies, and commercial products offering free memberships to support distance learning. https://www.ride.ri.gov/StudentsFamilies/SpecialEducation/COVID-19SpecialEducationResources.aspx#43531896-special-education-procedures
Template for IEP skill practice for students at home	A template to share with parents that describes how their child's IEP goals can be practices in everyday home routines. https://docs.google.com/document/d/1-0u2amT1Kp-k3fm30MkKq7HvwUD615AymU4G3pCHuwp/edit?usp=sharing
Resources for children who are Deaf or Deaf-blind	Virtual lessons (free) through APH 2pm daily: https://www.aph.org/join-virtual-lessons-for-at-home-education/ Assistance & Virtual lessons: BOOKS: Stream Audio Described & Captioned Movies, Shows and Educational Videos; Braille; Technology; O&M and Virtual O&M; Independent Living Skills & Transition; Online Games; Exercise https://docs.google.com/document/d/1d41mz2dfhexcaFBNLj36WjkyMP3E9G6es05aPHGqkdp0/m/edit#
Cortical Visual Impairment Adapted videos	 https://www.youtube.com/channel/UC-u2A6w-Lx6-N-71uCX0LA
Virtual job exploration	Lesson 3: Take Action https://explore-work.com/
Virtual Math Resources	 https://www.didax.com/math/virtual-manipulatives.html
Virtual field trips	Watch captured or live experiences at the Zoo, the Panda-cam, an aquarium, the Farm and 25 other interesting "field trips"



Two Places to Find CoP Ideas

www.SherlockCenter.org



[Quick Links](#) | [Library](#) | [Adapted Literature & Lesson](#)

[Access for All Abilities Mini Grant](#)

Training/Events

[Family Employment Awareness Training](#)
[Inclusion Institutes](#)
[Introduction to Early Intervention](#)
[Person-Centered Workshops: Facilitator Training](#)
[RIAIMH](#)
[SDS User Group Meetings](#)
[Sharing Strategies: Positive Behavior Strategies for Caregivers](#)
[Technology and High Quality Community Living](#)
[Work Incentives Public Information Sessions](#)
[Work Incentives Youth Calendar](#)
[Cancellation Procedures](#)

Communities of Practice

[CoP in Autism](#)
[CoP for Teachers of Students with Complex Needs](#)



<http://www.ric.edu/sherlockcenter/coptscn.html>

Community of Practice (CoP) for Teachers of Students with Complex Needs

Sherlock Home

Purpose

Teachers of Students with Complex Needs provide instruction to students who learn differently. Students often require instruction, materials and supports to address sensory, movement, and communication needs. This Community of Practice was established to provide a forum for teachers to share ideas, information, techniques and materials.





Rhode Island Department of Education is partnering with the Sherlock Center on Disabilities for this Community of Practice. Meetings are currently accessed via ZOOM and open to all teachers (pre-service and current teachers). Announcements and registration details for upcoming meetings are sent to teachers by the Rhode Island Department of Education. On this web page you can access meeting handouts and topical resources.

If you have questions, contact:

Amy Grattan, Sherlock Center
agrattan@ric.edu

Carlin Danner, RIDE
carlin.danner@ride.ri.gov

Resources

Meeting Date		Files
4/17/2020	Collaborating with Families and Working with Multi	<ul style="list-style-type: none">■ Powerpoint from Meeting 3 MB ■ CoP Online Learning Ideas 482 kb 
4/29/2020	Social Emotional Learning at Home	<ul style="list-style-type: none">■ Powerpoint from Meeting 8.2 MB ■ CoP SEL at Home Ideas 400 kb 
5/20/2020	Virtual and Real Field Trips	<ul style="list-style-type: none">■ Powerpoint from Meeting MB ■ CoP Field Trip Ideas kb ■ Virtual Field Trip Description 18 kb 

State Assessments: Dynamic Learning Maps

- Planning for state assessments for the 2020-21 school year is underway
 - <https://www.ride.ri.gov/InstructionAssessment/Assessment/AssessmentSchedules.aspx>
- DLM resources:
 - <https://www.ride.ri.gov/StudentsFamilies/SpecialEducation/COVID-19SpecialEducationResources.aspx>
 - Released testlets
 - Home learning/distance learning resources

Why Focus on Virtual Field Trips?

- Some families might like an alternative way to provide valuable learning to their child.
- Outside experiences might be a safe alternative to being cooped up at home.
- Some families might want to go to places close to home that are fun and linked to their child's learning goals.
- For families who choose to stay at home, virtual field trips bring the experience to the student.



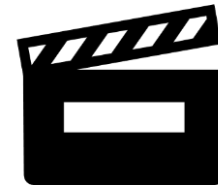
Accessibility and Videos

General Guidance

- Keep videos short.... Under 5-minute clips
 - To narrate or not to narrate.....
 - Remember SLIDE:
 - S: Slide titles are unique and descriptive
 - L: Links are meaningful
 - I: Images have Text Alternatives
 - D: Design is Perceivable and Predictable
 - E: Empathy drives design
- For more: [Getting Started with Accessibility](#)

Tips

- Avoid faces for confidentiality
- Capture the phenomenon rather than creating a movie
- Include what a person visiting this place/event would experience.



The background features several abstract geometric elements: a large orange semi-circle on the right, a blue oval in the upper left, a green L-shaped line in the top center, a yellow semi-circle in the top right, a green square outline on the left, and several yellow dashed lines of varying lengths scattered on the left side.

Rhode Island Places to Visit with an Academic Focus



Wrights Dairy Farm

<https://www.wrightsdairyfarm.com>



Free Self-Guided Audio Tour

It's not always possible for our farmers to take time out of their busy schedules to give tours, which is why we've created a self guided option!

Wrights Dairy Farm

[View our Discover RI Video](#)

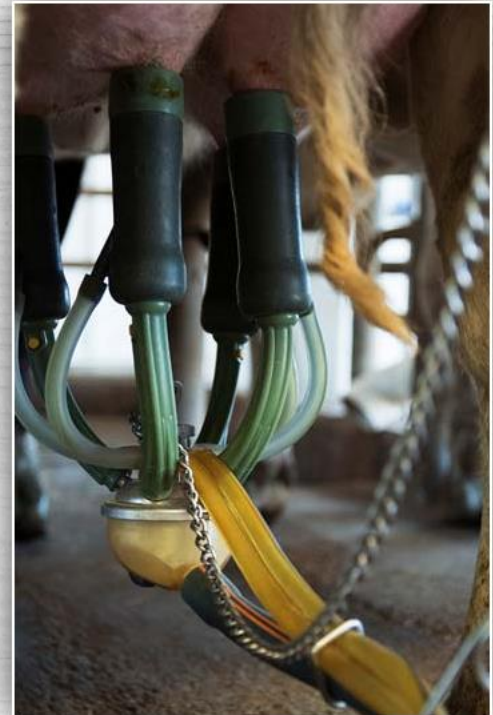
Watch the Cows Being Milked

Our cows get milked everyday from 3PM-4:30PM, even on Christmas! Our milking parlor was specifically designed with both our cows and customers in mind.

For our cows, it features state of the art technology and comfort. For our customers, it features huge glass viewing windows so you can see the whole process for FREE.

While you're visiting remember to stop by and say hi to the baby cows as well! Please remember to exercise cow etiquette ([link to Q&A page](#)) while visiting!

[Cow Manure Information](#)



What Can You Learn at Wrights Dairy Farm?

- Big vs. Little cows
- What do cows eat?
- How often are cows milked?
- Where do cows live?
- Why do the cows have tags on their ears?



<https://www.youtube.com/watch?v=UndyEAeEyCE&feature=youtu.be>



A Field Trip to a Local Animal Shelter

What Can You Learn at an Animal Shelter?

- What animals live at a shelter?
- Why do animals live at a shelter?
- What do different animals eat?
- How often do animals eat?
- Can you find mammals, fish, reptiles or birds?



Virtual Field Trip to the RI Statehouse



https://youtu.be/Myp_Q3JHu7M



Break Out Rooms

- In your breakout room, you will have time to discuss places you know for possible **virtual academic field trips**
- Decide who will be your “reporter” when we come back as full group.

Break Out Room Reflection

During your discussion, were there ideas that you hadn't considered?





Rhode Island Places to Visit with a Transition/Employment Focus



Wrights Dairy Farm

<https://www.wrightsdairyfarm.com>

What Can You Learn at Wrights Dairy Farm?

- Jobs on the farm
- What skills do you need?
- When do people work on farms?
- Are jobs inside or outside?



<https://www.youtube.com/watch?v=UndyEAeEyCE&feature=youtu.be>

Create a Job Description



Applications and Interviews



Job Description

Location: Unique Cafe

Job Title: Barista



Duties:
The barista is responsible for taking, preparing and serving customers' drink orders. The ability to work in a fast-paced job is a must. The barista is the face of our cafe and is responsible for creating a positive experience for customers.

Specific Job Duties:

- Make a variety of beverages according to recipes.
- Accept customer payment.
- Serve drink orders to customers.
- Clean and restock work and dining areas.
- Operate grinding and brewing equipment.
- Other duties as assigned.

Hours and Times:
Current schedule is weekends from 6:00 a.m. to 10:00 a.m.

Job Skills and Attitudes:

- Must be able to follow directions.
- Must be able to answer customer questions.
- Must be able to keep the workplace safe and sanitary.
- Must be able to work as part of a team.
- Must be able to maintain a clean and friendly appearance.

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Universal Learning Systems, April 2009

TRANSITION: Unit 20, Week 2
Lesson 10, Job Club, Applications and Interviews

- Based on a video, complete the Specific Job Duties
- Hours and Times
- Job skills and Attitudes
- Compare with student's current skills and attitudes



A Field Trip to a Local Animal Shelter

What Can You Learn at an Animal Shelter?

- What jobs are at an Animal Shelter?
- What skills do you need?
- When do people work at an Animal Shelter?





Break Out Room Discussion

- In your breakout room, you will have time to discuss places you know for possible **employment related virtual field trips**
- **What information would be helpful to show in the video?**
- Decide who will be your “reporter” when we come back as full group.

Break Out Room Reflection



What were ideas that
you learned during your
discussion?

Virtual Field Trip Video Description

Virtual Field Trip Video Description

Name of Video: **Field Trip to Wrights Dairy Farm**

Description of Information Presented

This video shows cows being milked, the store aspect of milk/product sales, general barn sites

DLM-Essential Elements/Skills that could align with this video:

E.MS-LS1-5-Match organisms to their habitats.

EE.MS-LS2-2-Classify animals based on what they eat (e.g., herbivore, omnivore, carnivore).

E.MS-LS3-2-Recognize that organisms differ within same species (e.g., dogs, chickens, oaks that differ in color and size)

Address (if applicable)- **North Smithfield, RI**

Submitted by **Susan Dell**

If existing video online, please provide the web link:

<https://www.wrightsdairyfarm.com/visit-farm.html>

Submitted by **Susan Dell**

Date Submitted: **5/20/2020**

Submitting Virtual Fieldtrip Ideas and Videos

How to submit?

1st Go the Sherlock Website

<http://www.ric.edu/sherlockcenter/coptscn.html>

2nd Fill out the Virtual Field Trip Video Description Form via a gizmo link.

3rd After filling out the Virtual Field Trip Video Description Form, you will be directed to a google drive folder where you can upload the video.

You are done!

Sherlock Center staff will prepare the videos and descriptions for presentation on the Sherlock Youtube channel.

Who can upload information?

- Teachers and professionals involved in the Community of Practice

How can you access this information?

- Links to approved videos will be available on the Sherlock Center Community of Practice Page



Questions?



Thank you!

Carlin Danner, RIDE
Heather Heineke, RIDE
Sue Dell, Sherlock Center
Amy Grattan, Sherlock Center